

August 2012



2011-2012 School Year Reports

Dear School Board Members and School Personnel:

The Maine High School Assessment is the State's measure of student progress in achieving the State standards known as *Learning Results*. It consists of the SAT Reasoning Test™ (SAT) and a science test, and is administered to students in their third year of high school for state and federal purposes.

These Maine High School Assessment Summary Reports contain the results of your students' performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the critical reading, writing, mathematics, and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student item-level reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and science test questions that were taken by the nearly 14,000 publicly-funded students who were enrolled in their third year of high school across all Maine schools. The MHSA employs an assessment design that requires students to create an essay response to a writing prompt, generate answers to open-ended mathematics and science questions, and select answers to multiple-choice questions in all four disciplines. More information about the design, history, and use of the SAT can be found at: <http://www.maine.gov/education/mhsa/index.htm>.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Bowen".

Stephen L. Bowen
Commissioner of Education



High School Report

Test Date: May 2012

Code: 1185-1446

SAU: Winthrop Public Schools

School: Winthrop High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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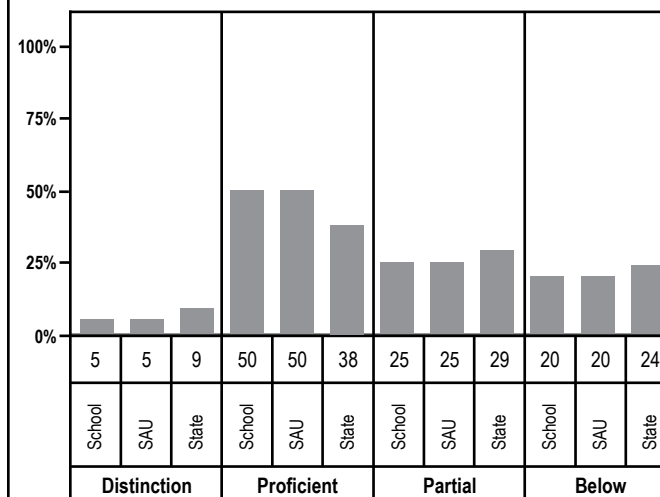
SUMMARY OF SCORES

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

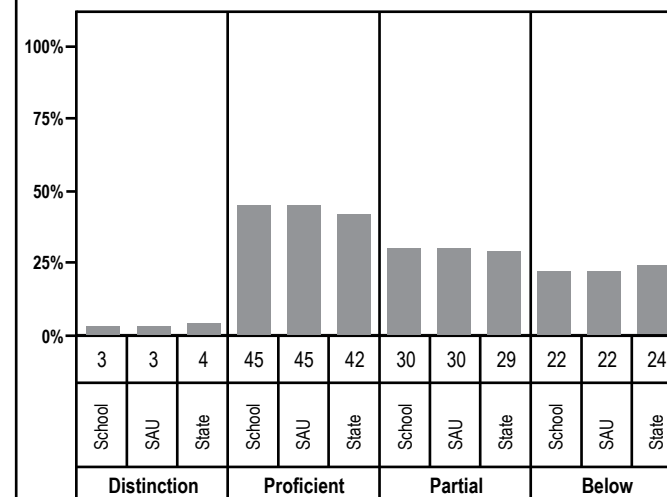
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2009–2010	1146	1146	1141
2010–2011	1144	1144	1142
2011–2012	1141	1141	1141
Cum. Average*	1144	1144	1141
Mathematics			
2009–2010	1143	1143	1142
2010–2011	1144	1144	1142
2011–2012	1141	1141	1141
Cum. Average*	1143	1143	1142
Writing			
2009–2010	1142	1142	1140
2010–2011	1144	1144	1140
2011–2012	1140	1140	1140
Cum. Average*	1142	1142	1140
Science			
2009–2010	1142	1142	1141
2010–2011	1145	1145	1141
2011–2012	1142	1142	1141
Cum. Average*	1143	1143	1141

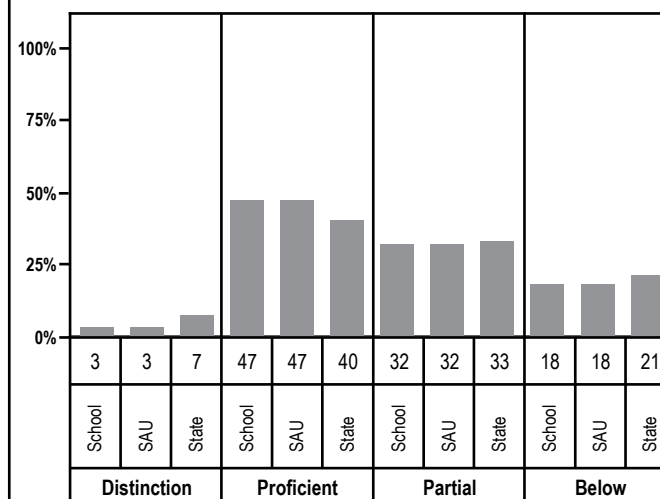
CRITICAL READING



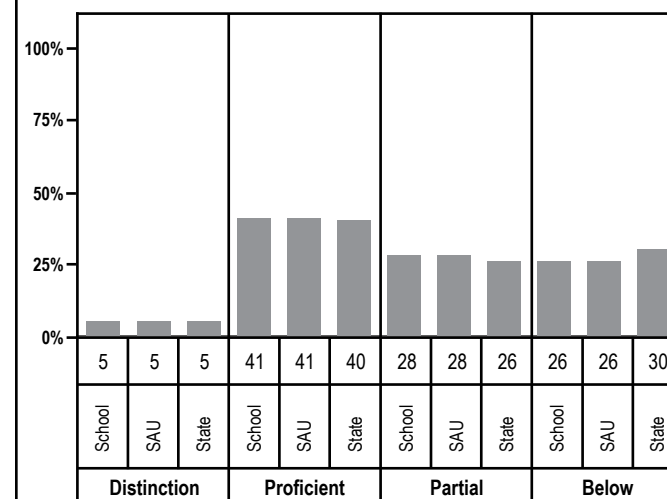
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

CATEGORY OF PARTICIPATION			Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
									Critical Reading						Mathematics						Writing						Science					
			School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			65	100	65	100	14037	100	64	98	64	98	13475	96	64	98	64	98	13478	96	64	98	64	98	13481	96	65	100	65	100	13482	96
Ethnicity Hispanic or Latino			2	3	2	3	203	1	2	100	2	100	192	95	2	100	2	100	194	96	2	100	2	100	193	95	2	100	2	100	192	95
Not Hispanic or Latino	American Indian or Alaskan Native		0	0	0	0	101	1	0	0	0	0	95	94	0	0	0	0	95	94	0	0	0	0	95	94	0	0	0	0	98	97
	Asian		1	2	1	2	219	2	1	100	1	100	207	95	1	100	1	100	208	95	1	100	1	100	207	95	1	100	1	100	207	95
	Black or African American		0	0	0	0	355	3	0	0	0	0	331	94	0	0	0	0	330	93	0	0	0	0	330	93	0	0	0	0	335	95
	Native Hawaiian or Pacific Islander		0	0	0	0	13	<1	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	13	100
	White		62	95	62	95	13050	93	61	98	61	98	12546	96	61	98	61	98	12547	96	61	98	61	98	12552	96	62	100	62	100	12545	96
Two or more races			0	0	0	0	96	1	0	0	0	0	93	97	0	0	0	0	93	97	0	0	0	0	93	97	0	0	0	0	92	96
Identified disability			10	15	10	15	2038	15	10	100	10	100	1818	90	10	100	10	100	1816	90	10	100	10	100	1815	90	10	100	10	100	1868	92
Current LEP			0	0	0	0	286	2	0	0	0	0	259	91	0	0	0	0	261	91	0	0	0	0	258	90	0	0	0	0	265	93
Economically disadvantaged			23	35	23	35	5003	36	23	100	23	100	4690	94	23	100	23	100	4695	94	23	100	23	100	4691	94	23	100	23	100	4724	95
Migrant			0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100

MODE OF PARTICIPATION ³		Critical Reading						Mathematics						Writing						Science					
		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations		55	85	55	85	11993	85	55	85	55	85	11997	85	55	85	55	85	12004	86	56	86	56	86	12042	86
Identified disability (IEP)		1	2	1	2	721	6	1	2	1	2	722	6	1	2	1	2	724	6	1	2	1	2	802	7
LEP		0	0	0	0	181	2	0	0	0	0	181	2	0	0	0	0	181	2	0	0	0	0	186	2
Participation with accommodations		5	8	5	8	1274	9	5	8	5	8	1273	9	5	8	5	8	1271	9	5	8	5	8	1236	9
Identified disability (IEP)		5	100	5	100	889	70	5	100	5	100	886	70	5	100	5	100	885	70	5	100	5	100	862	70
LEP		0	0	0	0	74	6	0	0	0	0	76	6	0	0	0	0	73	6	0	0	0	0	75	6
Participation through alternate assessment (PAAP)		4	6	4	6	208	1	4	6	4	6	208	1	4	6	4	6	206	1	4	6	4	6	204	1
Identified disability (IEP)		4	100	4	100	208	100	4	100	4	100	208	100	4	100	4	100	206	100	4	100	4	100	204	100
LEP		0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2
Approved non-participation in reading – 1st year LEP		0	0	0	0	0	0																		
Approved non-participation – special consideration		0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	21	<1
Non-participation – other		1	2	1	2	537	4	1	2	1	2	534	4	1	2	1	2	531	4	0	0	0	0	534	4

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.



CRITICAL READING RESULTS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 1162-1180)	2009–2010	5	8	5	8	1,369	10
	2010–2011	4	9	4	9	1,165	9
	2011–2012	3	5	3	5	1,156	9
	Cum. Average*	12	7	12	7	3,690	9
Proficient – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (Scaled Score 1142-1160)	2009–2010	33	52	33	52	5,248	38
	2010–2011	22	49	22	49	5,595	41
	2011–2012	30	50	30	50	5,057	38
	Cum. Average*	85	51	85	51	15,900	39
Partially Proficient – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1130-1140)	2009–2010	16	25	16	25	4,121	30
	2010–2011	13	29	13	29	4,010	30
	2011–2012	15	25	15	25	3,820	29
	Cum. Average*	44	26	44	26	11,951	29
Substantially Below Proficient – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1100-1128)	2009–2010	9	14	9	14	3,081	22
	2010–2011	6	13	6	13	2,776	20
	2011–2012	12	20	12	20	3,234	24
	Cum. Average*	27	16	27	16	9,091	22



CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	4	1	60	3	5	30	50	15	25	12	20	1141	60	5	50	25	20	1141	13,267	9	38	29	24	1141
Gender																									
Male	37	3	0	34	2	6	16	47	7	21	9	26	1139	34	6	47	21	26	1139	6,734	8	35	28	29	1139
Female	28	1	1	26	1	4	14	54	8	31	3	12	1143	26	4	54	31	12	1143	6,533	9	41	30	20	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						188	5	24	35	36	1136
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	7	28	40	25	1138
Asian	1	0	0	1										1						205	11	37	29	23	1142
Black or African American	0	0	0	0										0						327	2	25	20	52	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	18	27	1142
White (non-Hispanic)	62	4	1	57	2	4	29	51	15	26	11	19	1141	57	4	51	26	19	1141	12,352	9	39	29	23	1141
Two or more races	0	0	0	0										0						92	5	38	29	27	1138
LEP Status																									
Currently LEP student	0	0	0	0										0						255	0	4	23	73	1124
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	26	45	26	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	52	36	10	1142
All Other Students	65	4	1	60	3	5	30	50	15	25	12	20	1141	60	5	50	25	20	1141	12,939	9	39	29	23	1141
IEP																									
Students with an IEP	10	4	0	6										6						1,610	1	10	20	68	1127
All Other Students	55	0	1	54	3	6	29	54	14	26	8	15	1143	54	6	54	26	15	1143	11,657	10	42	30	18	1143
SES																									
Economically Disadvantaged Students	23	3	0	20	1	5	6	30	6	30	7	35	1134	20	5	30	30	35	1134	4,565	3	27	32	38	1135
All Other Students	42	1	1	40	2	5	24	60	9	23	5	13	1144	40	5	60	23	13	1144	8,702	12	44	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	65	4	1	60	3	5	30	50	15	25	12	20	1141	60	5	50	25	20	1141	13,261	9	38	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						194	3	11	40	46	1132
All Other Students	65	4	1	60	3	5	30	50	15	25	12	20	1141	60	5	50	25	20	1141	13,073	9	39	29	24	1141
504 Plan																									
Students with a 504 plan	1	0	0	1										1						448	10	35	30	25	1140
All Other Students	64	4	1	59	3	5	29	49	15	25	12	20	1141	59	5	49	25	20	1141	12,819	9	38	29	24	1141



MATHEMATICS RESULTS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (Scaled Score 1162–1180)	2009–2010	2	3	2	3	524	4
	2010–2011	2	4	2	4	571	4
	2011–2012	2	3	2	3	592	4
	Cum. Average*	6	4	6	4	1,687	4
Proficient – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (Scaled Score 1142–1160)	2009–2010	34	54	34	54	5,736	42
	2010–2011	23	51	23	51	6,040	45
	2011–2012	27	45	27	45	5,586	42
	Cum. Average*	84	50	84	50	17,362	43
Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (Scaled Score 1134–1140)	2009–2010	17	27	17	27	4,444	32
	2010–2011	14	31	14	31	3,910	29
	2011–2012	18	30	18	30	3,859	29
	Cum. Average*	49	29	49	29	12,213	30
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (Scaled Score 1100–1132)	2009–2010	10	16	10	16	3,103	22
	2010–2011	6	13	6	13	3,015	22
	2011–2012	13	22	13	22	3,233	24
	Cum. Average*	29	17	29	17	9,351	23



MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

REPORTING CATEGORIES	School													SAU						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	4	1	60	2	3	27	45	18	30	13	22	1141	60	3	45	30	22	1141	13,270	4	42	29	24	1141
Gender																									
Male	37	3	0	34	2	6	15	44	7	21	10	29	1141	34	6	44	21	29	1141	6,739	6	41	28	25	1142
Female	28	1	1	26	0	0	12	46	11	42	3	12	1142	26	0	46	42	12	1142	6,531	3	43	31	23	1141
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						190	3	28	32	38	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	1	32	36	32	1138
Asian	1	0	0	1										1						206	14	41	27	19	1145
Black or African American	0	0	0	0										0						326	1	19	26	54	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	27	0	1146
White (non-Hispanic)	62	4	1	57	1	2	26	46	17	30	13	23	1141	57	2	46	30	23	1141	12,353	4	43	29	23	1142
Two or more races	0	0	0	0										0						92	0	33	38	29	1138
LEP Status																									
Currently LEP student	0	0	0	0										0						257	2	7	24	68	1130
Former LEP student - monitoring year 1	0	0	0	0										0						31	0	23	48	29	1137
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	36	48	14	1141
All Other Students	65	4	1	60	2	3	27	45	18	30	13	22	1141	60	3	45	30	22	1141	12,940	5	43	29	24	1142
IEP																									
Students with an IEP	10	4	0	6										6						1,608	1	8	18	73	1129
All Other Students	55	0	1	54	2	4	26	48	18	33	8	15	1143	54	4	48	33	15	1143	11,662	5	47	31	18	1143
SES																									
Economically Disadvantaged Students	23	3	0	20	1	5	5	25	5	25	9	45	1135	20	5	25	25	45	1135	4,571	1	28	32	38	1136
All Other Students	42	1	1	40	1	3	22	55	13	33	4	10	1144	40	3	55	33	10	1144	8,699	6	50	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	65	4	1	60	2	3	27	45	18	30	13	22	1141	60	3	45	30	22	1141	13,264	4	42	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						195	1	16	37	46	1134
All Other Students	65	4	1	60	2	3	27	45	18	30	13	22	1141	60	3	45	30	22	1141	13,075	5	42	29	24	1141
504 Plan																									
Students with a 504 plan	1	0	0	1										1						451	3	38	31	27	1140
All Other Students	64	4	1	59	2	3	27	46	17	29	13	22	1141	59	3	46	29	22	1141	12,819	5	42	29	24	1141



WRITING RESULTS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)	2009–2010	3	5	3	5	974	7
	2010–2011	1	2	1	2	865	6
	2011–2012	2	3	2	3	871	7
	Cum. Average*	6	4	6	4	2,710	7
Proficient – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)	2009–2010	30	48	30	48	5,463	40
	2010–2011	24	53	24	53	5,255	39
	2011–2012	28	47	28	47	5,274	40
	Cum. Average*	82	49	82	49	15,992	39
Partially Proficient – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (Scaled Score 1142–1160)	2009–2010	21	33	21	33	4,385	32
	2010–2011	18	40	18	40	4,419	33
	2011–2012	19	32	19	32	4,330	33
	Cum. Average*	58	35	58	35	13,134	32
Substantially Below Proficient – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (Scaled Score 1100–1128)	2009–2010	9	14	9	14	2,997	22
	2010–2011	2	4	2	4	3,017	22
	2011–2012	11	18	11	18	2,800	21
	Cum. Average*	22	13	22	13	8,814	22



WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

REPORTING CATEGORIES	School													SAU						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	4	1	60	2	3	28	47	19	32	11	18	1140	60	3	47	32	18	1140	13,275	7	40	33	21	1140
Gender																									
Male	37	3	0	34	1	3	13	38	10	29	10	29	1137	34	3	38	29	29	1137	6,742	5	35	33	27	1138
Female	28	1	1	26	1	4	15	58	9	35	1	4	1143	26	4	58	35	4	1143	6,533	8	45	33	15	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						189	1	33	34	32	1135
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	3	36	38	23	1137
Asian	1	0	0	1										1						205	12	35	36	17	1142
Black or African American	0	0	0	0										0						326	1	26	31	42	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	27	18	1141
White (non-Hispanic)	62	4	1	57	1	2	28	49	18	32	10	18	1140	57	2	49	32	18	1140	12,360	7	40	33	20	1140
Two or more races	0	0	0	0										0						92	1	40	32	27	1137
LEP Status																									
Currently LEP student	0	0	0	0										0						254	<1	4	36	59	1126
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	16	58	23	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	38	50	10	1141
All Other Students	65	4	1	60	2	3	28	47	19	32	11	18	1140	60	3	47	32	18	1140	12,948	7	40	32	20	1140
IEP																									
Students with an IEP	10	4	0	6										6						1,609	1	6	26	67	1125
All Other Students	55	0	1	54	2	4	28	52	18	33	6	11	1142	54	4	52	33	11	1142	11,666	7	44	34	15	1142
SES																									
Economically Disadvantaged Students	23	3	0	20	1	5	4	20	8	40	7	35	1134	20	5	20	40	35	1134	4,568	2	27	37	34	1134
All Other Students	42	1	1	40	1	3	24	60	11	28	4	10	1143	40	3	60	28	10	1143	8,707	9	47	30	14	1143
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	65	4	1	60	2	3	28	47	19	32	11	18	1140	60	3	47	32	18	1140	13,269	7	40	33	21	1140
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						196	2	14	40	45	1131
All Other Students	65	4	1	60	2	3	28	47	19	32	11	18	1140	60	3	47	32	18	1140	13,079	7	40	33	21	1140
504 Plan																									
Students with a 504 plan	1	0	0	1										1						450	5	36	34	25	1138
All Other Students	64	4	1	59	2	3	28	47	18	31	11	19	1140	59	3	47	31	19	1140	12,825	7	40	33	21	1140



SCIENCE RESULTS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 1162–1180)	2009–2010	3	5	3	5	607	4
	2010–2011	4	9	4	9	644	5
	2011–2012	3	5	3	5	650	5
	Cum. Average*	10	6	10	6	1,901	5
Proficient – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 1142–1160)	2009–2010	26	41	26	41	5,120	37
	2010–2011	22	49	22	49	5,312	39
	2011–2012	25	41	25	41	5,245	40
	Cum. Average*	73	43	73	43	15,677	38
Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 1134–1140)	2009–2010	18	29	18	29	3,857	27
	2010–2011	14	31	14	31	3,580	26
	2011–2012	17	28	17	28	3,413	26
	Cum. Average*	49	29	49	29	10,850	27
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 1100–1132)	2009–2010	16	25	16	25	4,443	32
	2010–2011	5	11	5	11	4,038	30
	2011–2012	16	26	16	26	3,970	30
	Cum. Average*	37	22	37	22	12,451	30

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	24.0	42.9	24.0	42.9	23.0	41.1
D. The Physical Setting	34	61	15.6	45.9	15.6	45.9	14.8	43.5
D1/D2 Space/Earth	12	21	5.3	44.2	5.3	44.2	5.3	44.2
D3/D4 Matter and Energy/Force and Motion	22	39	10.2	46.4	10.2	46.4	9.5	43.2
E. The Living Environment	22	39	8.4	38.2	8.4	38.2	8.2	37.3

The MHSA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Strand E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution



SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	4	0	61	3	5	25	41	17	28	16	26	1142	61	5	41	28	26	1142	13,278	5	40	26	30	1141
Gender																									
Male	37	3	0	34	3	9	14	41	8	24	9	26	1143	34	9	41	24	26	1143	6,770	7	42	24	27	1143
Female	28	1	0	27	0	0	11	41	9	33	7	26	1141	27	0	41	33	26	1141	6,508	3	37	28	32	1140
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						188	2	30	26	43	1138
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						95	2	34	25	39	1139
Asian	1	0	0	1										1						205	8	37	23	32	1142
Black or African American	0	0	0	0										0						331	1	19	18	62	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	31	15	1143
White (non-Hispanic)	62	4	0	58	3	5	24	41	16	28	15	26	1142	58	5	41	28	26	1142	12,355	5	40	26	29	1142
Two or more races	0	0	0	0										0						91	1	36	30	33	1139
LEP Status																									
Currently LEP student	0	0	0	0										0						261	0	4	15	81	1129
Former LEP student - monitoring year 1	0	0	0	0										0						29	0	24	28	48	1137
Former LEP student - monitoring year 2	0	0	0	0										0						41	2	37	34	27	1140
All Other Students	65	4	0	61	3	5	25	41	17	28	16	26	1142	61	5	41	28	26	1142	12,947	5	40	26	29	1142
IEP																									
Students with an IEP	10	4	0	6										6						1,664	1	12	18	69	1132
All Other Students	55	0	0	55	3	5	24	44	16	29	12	22	1143	55	5	44	29	22	1143	11,614	5	43	27	24	1143
SES																									
Economically Disadvantaged Students	23	3	0	20	0	0	4	20	9	45	7	35	1137	20	0	20	45	35	1137	4,603	2	28	27	44	1137
All Other Students	42	1	0	41	3	7	21	51	8	20	9	22	1144	41	7	51	20	22	1144	8,675	7	46	25	22	1144
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	65	4	0	61	3	5	25	41	17	28	16	26	1142	61	5	41	28	26	1142	13,271	5	40	26	30	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						203	<1	19	29	51	1135
All Other Students	65	4	0	61	3	5	25	41	17	28	16	26	1142	61	5	41	28	26	1142	13,075	5	40	26	30	1142
504 Plan																									
Students with a 504 plan	1	0	0	1										1						446	4	38	28	30	1141
All Other Students	64	4	0	60	3	5	25	42	16	27	16	27	1142	60	5	42	27	27	1142	12,832	5	40	26	30	1141

SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2012
SAU: Winthrop Public Schools
School: Winthrop High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		N	%	%	%	%	
How often do you make observations and collect data in science class?																						
A. a few times a week	62	3	8	15	39	11	29	9	24	1143	62	8	39	29	24	1143	41	4	40	27	28	1142
B. a few times a month	25	0	0	8	53	5	33	2	13	1145	25	0	53	33	13	1145	39	6	45	25	23	1143
C. once a month	8										8						11	4	33	25	37	1140
D. never or almost never	5										5						9	2	21	24	54	1135
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	26	2	13	11	69	2	13	1	6	1151	26	13	69	13	6	1151	24	12	53	20	16	1147
B. agree	49	1	3	10	33	12	40	7	23	1140	49	3	33	40	23	1140	49	4	40	27	29	1141
C. disagree	21	0	0	4	31	1	8	8	62	1135	21	0	31	8	62	1135	21	1	29	29	41	1138
D. strongly disagree	3										3						6	1	19	23	57	1135
What best describes your ninth grade science class?																						
A. earth/space science	89	3	6	21	39	16	30	14	26	1142	89	6	39	30	26	1142	45	4	38	27	31	1141
B. physical science	3										3						24	5	40	26	29	1142
C. engineering and physical science	0										0						3	4	34	25	37	1139
D. mixture of physical science and life science	8										8						22	7	42	25	26	1143
E. physics	0										0						6	6	43	25	26	1143
Do you think you would like to have a job that is related to SCIENCE?																						
A. No, this type of job is too hard.	3										3						5	<1	11	21	67	1132
B. No, I'm not interested.	46	1	4	8	29	7	25	12	43	1138	46	4	29	25	43	1138	42	2	32	29	37	1139
C. I might be interested if I knew more about this type of job.	21	0	0	5	38	6	46	2	15	1141	21	0	38	46	15	1141	19	3	40	29	28	1141
D. Yes, I have some interest.	15										15						19	8	51	23	18	1145
E. Yes, I'm very interested.	15										15						15	14	56	18	12	1149
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	8										8						13	22	55	11	12	1152
B. good	46	2	7	15	54	5	18	6	21	1144	46	7	54	18	21	1144	45	4	52	26	19	1144
C. fair	41	0	0	5	20	11	44	9	36	1137	41	0	20	44	36	1137	36	<1	24	32	44	1137
D. poor	5										5						6	<1	11	22	66	1132
How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	8										8						19	11	53	20	15	1147
B. They match some of what I have learned.	59	3	8	16	44	9	25	8	22	1144	59	8	44	25	22	1144	57	4	43	27	26	1142
C. They match just a little of what I have learned.	26	0	0	5	31	6	38	5	31	1138	26	0	31	38	31	1138	21	1	22	30	47	1136
D. There is no match.	7										7						3	1	10	15	74	1132
Do you think you would like to have a job that is related to MATH?																						
A. No, this type of job is too hard.	7										7						7	1	24	26	48	1136
B. No, I'm not interested.	39	1	4	11	46	5	21	7	29	1142	39	4	46	21	29	1142	39	3	36	28	33	1140
C. I might be interested if I knew more about this type of job.	30	0	0	6	33	5	28	7	39	1139	30	0	33	28	39	1139	21	3	40	26	30	1141
D. Yes, I have some interest.	21	1	8	6	46	6	46	0	0	1146	21	8	46	46	0	1146	23	8	44	24	23	1144
E. Yes, I'm very interested.	3										3						10	12	52	19	17	1147